

DOCUMENT RESUME

ED 276 740

TM 860 689

TITLE Helping Educators Prepare Their Students for the High School Proficiency Test.

INSTITUTION New Jersey State Dept. of Education, Trenton.

REPORT NO PTM-400-79

PUB DATE May 85

NOTE 22p.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Basic Skills; Grade 9; Graduation Requirements; High School Graduates; High Schools; Improvement Programs; *Inservice Teacher Education; *Minimum Competency Testing; Program Descriptions; State Departments of Education; *State Programs; Teacher Role; *Test Coaching; *Testing Programs; Urban Schools

IDENTIFIERS *New Jersey; *New Jersey High School Proficiency Test

ABSTRACT

This booklet describes a number of activities initiated in the State of New Jersey to improve academic standards and to help teachers prepare their students for taking New Jersey's High School Proficiency Test (HSPT). The HSPT, administered to all public school ninth graders, is more demanding than the previously used Minimum Basic Skills Test. The HSPT is required for high school graduation, starting with the ninth grade class of 1985-86, and it demands competence in writing, reading, and practical mathematics. The New Jersey State Department of Education has mounted an extensive effort to help local school districts meet the challenge of the HSPT. These programs involve improvement in reading, mathematics, and writing skills; increased student attendance; a reduction in disruptive behavior; job training; and services for high school dropouts. Publications, workshops, and training programs are available for teachers; they cover the secondary school curriculum content, help students review for the test, and address bilingual and special education needs. A number of demonstration projects have been created, as well as programs aimed at urban schools. A two-page bibliography is appended. (GDC)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

THE NEW JERSEY STATE DEPARTMENT OF EDUCATION

Helping Educators Prepare
Their Students
for the
High School
Proficiency Test



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

L. F. Price

MAY 1985

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

STATE BOARD OF EDUCATION

S. DAVID BRANDT President	Cherry Hill
JOHN T. KLAGHOLZ Vice President	Seaside Park
MAUD DAHME	Annandale
BETTY A. DEAN	East Orange
MATTEO F. DeCARDENAS	Union City
ANNE S. DILLMAN	Perth Amboy
JAMES JONES	Teaneck
ROBERT H. MARIK	Princeton
NANCY SCHAELEN	Madison
JAMES M. SEABROOK, Sr.	Bridgeton
ROBERT J. WOLFENBARGER	Summit
DEBORAH P. WOLFE Representing the State Board of Higher Education	Cranford

SAUL COOPERMAN, Commissioner of Education
Secretary

T. EDWARD HOLLANDER, Chancellor of Higher Education
Ex-Officio

The New Jersey State Department of Education

HELPING EDUCATORS PREPARE THEIR STUDENTS

FOR THE

HIGH SCHOOL PROFICIENCY TEST

Saul Cooperman
Commissioner of Education

New Jersey State Department of Education
225 West State Street
CN 500
Trenton, New Jersey 08625

May 1985

PTM 400.79

TABLE OF CONTENTS

	<u>Page</u>
Commissioner's Introduction	1
Preparing for the HSPT:	
Reading, Writing and Mathematics	3
Curriculum Alignment	3
Publications and Training Manuals	4
Training Programs	4
Special and Demonstration Projects	5
Student Attendance	8
Student Behavior and Discipline	9
Students and Jobs	11
Student Dropouts	13
Conclusion	15
Helping Educators Prepare Their Students for the HSPT:	
Department Publications.....	16

The New Jersey State Department of Education

HELPING EDUCATORS PREPARE THEIR STUDENTS

FOR THE

HIGH SCHOOL PROFICIENCY TEST

Introduction

Each public school student in New Jersey deserves the opportunity to learn how to read and think critically, write clearly and solve problems. These are the basic skills everyone needs to participate in our nation's political and economic life, particularly as technology places new demands on the labor force. All of our students — not just the top few — need these basic skills. We cannot expect less of students in our urban schools, or students who are not bound for college. To expect less of some students is to sanction an educational caste system that threatens our democratic system and cheats our young people out of their basic ticket to economic survival.

The High School Proficiency Test (HSPT) is a primary tool New Jersey is using to raise academic standards for all public school students. The HSPT tests basic skills, skills that New Jersey employers and colleges say too many of our graduates now lack. By adopting this test as a high school graduation requirement, beginning with the ninth-grade class of 1985-86, the Department of Education has publicly declared what New Jersey students are expected to achieve: they must learn how to write a coherent essay, interpret reading passages and solve the sort of multiple-step math problems they will encounter in real life.

Because the State Department of Education is committed to the test, we are mounting an extensive effort to help local districts meet the challenge of the HSPT. We are developing programs to help districts improve their students' reading, writing and math skills. Equally important, we are developing programs to help districts improve student attendance, reduce disruptive behavior in the classroom, strengthen job training programs and serve high school dropouts.

Educators in all 592 school districts must commit themselves to the task of preparing students for this test. Districts must examine their curricula and make revisions, if necessary, to ensure that the HSPT skills are being taught. Districts also must use the results of their annual local and state testing programs to spot curriculum deficiencies and to help individual students who have academic problems.

Educators must enlist the support of parents in this critical endeavor as well. We need parents who are active partners in education, who encourage their children to do their best. In addition, educators must make it clear to students and the community that students also have a responsibility to earn their diplomas.

If New Jersey's students are to become tomorrow's independent citizens and effective workers, they must be equipped with high school diplomas that truly signify mastery of today's basic skills.

A handwritten signature in dark ink, appearing to read "Saul Cooperman", with a long, sweeping horizontal line extending to the right.

Saul Cooperman
Commissioner

May 1985

Helping Educators Prepare Their Students
for the
High School Proficiency Test

The High School Proficiency Test (HSPT) is a key element of the State Department of Education's program to raise educational standards throughout New Jersey. The High School Proficiency Test is replacing the Minimum Basic Skills (MBS) test, a graduation requirement since 1981-82. The Minimum Basic Skills test measures only minimum skills, not the skills needed to compete effectively in today's technological society. The MBS is being phased out, therefore, to be replaced by the more demanding HSPT.

Since the High School Proficiency Test is more difficult than the Minimum Basic Skills test, more students will fail initially. That is why the Department of Education has responded to the challenge of a more rigorous test with a comprehensive plan to provide assistance in preparation for the new examination.

READING, WRITING AND MATHEMATICS

As one part of this plan, the State Department of Education is making a major effort to help school districts, educators and students to help themselves prepare for the specific skills measured by the HSPT. The department's effort to strengthen HSPT skills takes several approaches:

- + Helping school districts align their curricula to match the skills the HSPT tests;
- + Supplying publications and training manuals for students and teachers;
- + Providing both test-specific and general training for educators; and,
- + Developing special and demonstration projects designed to improve a variety of student abilities.

* **CURRICULUM ALIGNMENT:** In 1983, the state's school districts received HSPT skills arrays, guides to the knowledge areas and abilities students are expected to master at various grade levels. These guides help assure that children are actually taught those competencies tested by the HSPT.

Following up on the distribution of these skills arrays, the department surveyed the districts. The department wanted to find out what the districts had done and what they had yet to do in coordinating their curricula, instructional methods and student evaluations in ways logically related to the reading, writing and mathematics skills measured by the HSPT. The districts were also asked to indicate what the education department could do to help them in this coordination process.

After analyzing the survey results, the Department of Education will create additional materials and strategies for training, such as HSPT Curriculum Alignment Guides. These "how to" booklets will provide districts with further step-by-step procedures for matching their reading, writing and mathematics programs to the HSPT skills.

* **PUBLICATIONS AND TRAINING MANUALS:** The State Department of Education is providing a variety of written materials to help local districts improve instruction in reading, writing and mathematics and to assist teachers and students in preparing for the raised standards of the HSPT. These written materials include:

- HSPT Subject Booklets that will be distributed to seventh, eighth and ninth grade teachers. There will be separate booklets for each subject tested, and each booklet will include the specific skills within each subject to be tested. In addition, these booklets will contain actual examples from the first two years' trial tests.

- Instructional Booklets that will provide teachers with successful teaching strategies for specific competencies being measured by the HSPT. (These booklets will supplement the summer HSPT Training Institutes for teachers -- to be described below -- and also serve as an alternative to these sessions for teachers who cannot attend.)

- HSPT Review Manuals for ninth grade students that will include specific practice questions and problems, clear examples of each skill to be tested and general advice on how to improve test-taking abilities.

- A guide to Improving the Home Academic Environment that will help teachers and parent-teacher organizations suggest ways in which parents can improve the academic environment in the home.

Besides these written materials for teachers and students, additional publications will be available to assist educators in improving instruction in basic skills, bilingual education and other areas related to the increased difficulty of the HSPT. A number of these publications will be noted in the descriptions of the training institutes and special projects that follow. (A full list of publications related to raising educational standards and preparing for the HSPT can be found on pp. 16-17.)

* **TRAINING PROGRAMS:** Teachers must be kept abreast of the information relating to higher-order abilities the HSPT will gauge. To this end, the State Department of Education will help educators with such programs and services as the following:

- "Turn-key" Training: The state's curriculum delivery system is the primary source of direct assistance to local school districts. The three regional curriculum services units (RCSUs) offer local educators curriculum materials, special training and information about successful programs. During 1985-86, the RCSUs, working closely with the various divisions of the department, will provide specific "turn-key" training for school administrators and supervisors. This is training that will enable these professionals in turn to bring the teachers in their districts up to date in methods of improving student skills for the HSPT.

- HSPT Training Institutes will be held this summer for seventh, eighth and ninth grade English/reading, English/writing and mathematics teachers. These intensive institutes will focus on improved methods for teaching the higher level skills in reading, writing and math the HSPT will test and will incorporate many of the publications being developed to prepare for the new examination. Summer training will be followed-up and augmented by additional sessions during the school year. The Department of Education expects that teachers who participate in these training institutes will be able to share their new knowledge and instructional expertise with colleagues who will not have attended.

- Bilingual Education Training Institutes will be offered this fall on a regional basis for those districts with bilingual programs. These institutes will provide in-service training to improve instruction in bilingual and English as a Second Language classrooms. Administrators and teachers will also learn more effective techniques for planning, managing and evaluating bilingual programs.

* SPECIAL AND DEMONSTRATION PROJECTS: The State Department of Education has created a number of special and demonstration projects that will help students improve their performances on the HSPT and, if successful, can serve as models for improvement throughout the state:

- The Urban Initiative — Operation School Renewal: The Urban Initiative is one of several major efforts to deal with educational problems that particularly affect the state's urban districts. In the concentrated component of that initiative, the department is working closely with three districts — Trenton, East Orange and Neptune Township — to raise pupil achievement in reading, writing and mathematics for the HSPT. Each of these districts has, with state help, designed its own program for improvement. These programs include such activities as the following:

- o revising curricula in reading, writing and mathematics;
- o increasing instructional time for reading, writing, and mathematics;
- o conducting districtwide reviews of basic skills courses;

- o training teachers in grades 7-9 to instruct low-achieving students in reading, writing and mathematics;
- o offering academic summer programs for pupils in grades 7-9;
- o instituting computer-assisted and managed instruction to supplement programs in reading, writing, and mathematics;
- o providing "parents as tutors" workshops.

- The Urban Initiative -- Broad-based Component: The department will work with a number of the 53 other urban school districts to improve the reading, writing and mathematics proficiencies of low-achieving students in grades seven to nine.

During 1985-86, for example, the RCSUs will provide "turn-key" training (of the sort described earlier) to help improve the skills of students in the intermediate grades so they can be better prepared for the HSPT.

In addition, special pilot projects are available which, if successful, could become models for other districts. In these projects, three to five urban districts for each of the disciplines of reading, writing and mathematics (9 to 15 districts in all) will be selected from those that volunteer. These districts will appoint a local leadership team to work with department staff. With the help of the department's Division of Compensatory and Bilingual Education and the regional curriculum services units, they will then develop and put into practice an improvement plan for the particular discipline involved.

- Effective Schools Initiative: The improvement of students' proficiencies in reading, writing and mathematics is one of the primary objectives of the effective schools initiative. A minimum of 12 schools, mostly in urban areas, will receive help from departmental staff and financial support (contingent on state legislation) to participate in this initiative. A three-year project, it will apply the findings of current research on the factors that create conditions for effective education in individual schools.

- Basic Skills Program Improvement Process (BSPIP): This project helps districts improve their compensatory and bilingual programs and increase the percentage of students in these programs who will pass the HSPT and earn a high school diploma. The BSPIP will assist districts in taking a critical look at their remedial programs and in making plans to improve them. Throughout the 1985-86 school year, the department will provide two-day training sessions to prepare teams of teachers and supervisors to review their schools' remedial programs. It will also provide in-school assistance during the actual process of review. In addition, publications such as a Basic Skills Improvement Guide and a Basic Skills Resource Guide will inform participating schools, help them carry out their own surveys and help them upgrade their programs.

- Secondary Special Education Initiative: The department has awarded grants to 13 pilot districts involved in a three-year project to focus on the problems of emotionally disturbed students and improve secondary special education programs. Among several objectives, this project aims to raise the reading and math achievements of handicapped pupils. Districts involved in this project are strengthening their programs by revising their curricula, increasing the amount of time pupils are engaged in study, and using standardized tests to assess changes needed in basic skills instruction.

- Summer Work-Study Vocational Programs: The department will fund experimental programs in five districts that will combine work experience and academics. These projects will serve vocational pupils entering tenth grade who have done poorly on the ninth-grade HSPT. Each of the five summer programs will run for a minimum of six weeks and will be staffed by certified remedial instructors. Students in the programs will receive at least three hours of basic skills instruction each morning followed by three to four hours of paid employment in the afternoon. The pupils in this project will benefit from small classes (of approximately eight students each) and from informal counseling, and they will also gain the satisfaction of earning money.

STUDENT ATTENDANCE

Students who do not go to school deny themselves the opportunity for an effective education. If students do not attend school regularly, it is self-evident that they diminish their chances to benefit from instruction and to succeed on tests. Therefore, schools need to work with students — and parents — to encourage a consistency of attendance that promotes educational growth.

As part of the new monitoring process for certifying school districts put in effect in 1984, the state requires all districts to improve daily pupil attendance in every school to a rate of at least 90 percent.

In Operation School Renewal (OSR), the concentrated aspect of the state's urban initiative, the Department of Education is working with the Trenton, East Orange and Neptune Township schools to help these districts raise their daily attendance to a level higher than that required by the monitoring process, to the present state average of 92 percent.

More importantly, the OSR attendance programs provide models that can ultimately benefit many other school districts. Once the OSR projects are evaluated, the department will share information about the successful aspects of these programs throughout the state. Other districts will then be able to tailor aspects of these programs to their own attendance needs.

Each of the three OSR districts is developing its own plan to increase student attendance. These plans include such components as:

- Computerized attendance systems that maintain accurate records and make possible direct and personalized contact with the homes of students who are chronically absent or truant.
- Community outreach programs that provide parent support groups and after-school tutorials in schools or community centers for students who miss extended numbers of school days.
- Guidance counseling sessions in school or in community centers for students having serious difficulties. These counseling sessions will be administered to individual students or students in small groups and may include the participation of parents.
- Incentive programs for full classrooms, such as room awards, special field trips and opportunities for special activities.

STUDENT BEHAVIOR AND DISCIPLINE

In school, pupils must have a safe and orderly environment in which to be active learners. The time teachers and administrators spend responding to disruption is time taken away from instruction that can help students learn the skills they need to pass the HSPT.

To reduce disruption and to improve discipline in schools, the department is developing a variety of publications available to educators through the curriculum delivery system, including:

- Alternative Education Programs for Disruptive Youth;
- Improving Classroom Management;
- Model Codes of Conduct;
- Improving Academic Motivation;
- Student Behavior Expectations for Improving Student Learning.

Additionally, the department is providing school districts with opportunities to participate in special projects that treat student disruption -- projects that, when successful, will become models for districts across the state.

- Urban Initiative -- Operation School Renewal (OSR): The department is working closely with Trenton, East Orange and Neptune Township to help these districts reduce pupils' disruptive behavior by 40 percent districtwide. These three pilot districts have each developed their own strategies to deal with disruptive behavior, strategies that include:

- o providing alternative education programs (including a counseling-oriented summer school) for disruptive pupils in grades 7-12;
- o increasing counseling services for disruptive students and their parents;
- o instituting a Student Assistance Program in grades 6-12 to prevent alcohol and drug abuse and to provide early intervention with troubled pupils;
- o helping teachers learn effective discipline techniques, employ student codes of conduct, understand student rights, and become sensitive to cultural differences among their pupils.

- Urban Initiative -- Broad-based Component: Five schools in urban districts will be selected in each of the next three years (for a total of 15) to undertake pilot projects. These projects will aim to reduce the number of delinquent acts, suspensions and expulsions by at least 20 percent by implementing alternative education programs.

- Student Expectations Project: Working in partnership with the New Jersey Principals and Supervisors Association, the department is developing a program to identify and encourage students' commendable behavior, the kind of behavior that creates a school atmosphere conducive to learning. This program, to be established during the 1985-86 school year, includes demonstration projects, materials and information that can be used throughout the state to accentuate the positive in student behavior.

- Disruptive Youth Grants Initiative: The State Department of Education will offer a program in which local districts will compete for grants to develop alternative school programs for chronically disruptive students. These grants will allow districts to begin alternative education programs that are not generally available in conventional school settings. These alternate programs will provide instructional strategies and support so that disruptive students will be helped to learn the responsible behavior and the school-based competencies they need for productive lives.

The pilot projects in all these initiatives are important as potential models for successful programs. The New Jersey State Department of Education plans to share with other districts information on those strategies that prove most effective in reducing disruption at the pilot schools.

STUDENTS AND JOBS

Students who know they will be able to gain employment after graduation are much more likely to remain in school. Moreover, vocational education is an effective way to motivate many students to improve their basic skills proficiencies, pass the HSPT and earn a high school diploma.

The department is working with districts throughout the state, and particularly with urban districts, to increase the likelihood that graduates of vocational programs will be able to obtain jobs.

To this end, the department is expanding the number of job developers and job placement counselors in urban high schools. It is also training local guidance counselors to work with job developers and apprenticeship and cooperative education coordinators. More generally, the department is acquainting districts with the competencies their students need to achieve gainful employment.

To improve the skills of vocational students and to strengthen the "holding power" of schools, the department has developed three publications to assist the efforts of local districts:

- A Counselor's Guide to Apprenticeship Training;
- A Guide for Using the Student Profile for Placement in Cooperative Vocational Educational Programs;
- An annual Analysis of Occupational Needs and Entry Level Skills.

In addition, the department is providing school districts with opportunities to participate in special projects that aim to increase student employment through vocational education. These projects, if successful, will become models for districts across the state:

- Urban Initiative — Operation School Renewal (OSR): The department is working closely with Trenton, East Orange and Neptune Township to help these districts use their vocational programs to increase students' employment opportunities. These three pilot districts have each developed their own programs to deal with youth employment, programs that include some of the following elements:

- o establishing a career resource center at the senior high school to provide computerized lists of current job and career information;
- o providing job-related counseling, recruitment services and job placement for high school seniors;
- o increasing the number of students participating in cooperative education programs by appointing a job developer;

- o providing training in "survival" skills for job seeking and job retention for secondary students who plan to enter the job market immediately after graduation;
- o developing and expanding in-school and summer employment programs.

- Urban Initiative -- Broad-based Component: The department will work with any of the other 53 urban districts to increase the chances for employment of vocational education students. Assistance will be provided in areas including:

- o increasing cooperative educational placements and developing new cooperative education programs;
- o supplying first-year funding for one job developer in each of the state's seven largest cities;
- o providing a job placement counselor for the 23 urban districts currently without one;
- o developing or upgrading a high school career resource center for each urban district;
- o planning sequential career awareness and development programs for kindergarten through ninth grade;
- o obtaining federal discretionary funding to help train students in such fields as photo-engraving, electronics, robotics and data processing.

In addition to these special projects, the department will also strengthen such existing and ongoing efforts as the School-to-Work Linkage Program and district recruitment and job placement programs.

The School-to-Work Linkage Program is being bolstered by:

- o providing increased funding to expand the number of county apprenticeship coordinators from 18 to 21;
- o training guidance counselors from approximately 30 districts in cooperation with county apprenticeship coordinators in order to establish relationships with labor unions and help identify opportunities for apprentices.

District recruitment and job placement is being strengthened by:

- o funding summer cooperative vocational educational programs to create a bridge from one school year to the next;
- o providing funds for cooperative education coordinators, job placement coordinators and job developers;
- o training guidance counselors to work with cooperative education coordinators to help identify potential dropouts who could benefit from cooperative education programs.

STUDENT DROPOUTS

Despite all other efforts, during the first few years of the administration of the High School Proficiency Test, the number of students dropping out of school will most likely increase. The department and the educational community have an obligation to provide a "safety net" or second chance for these dropouts.

Dropouts require specialized instruction programs that provide opportunities to acquire the basic skills necessary to obtain a high school diploma; and they require personal and career counseling, training in skills to increase their employability, and other job-related services.

Through the Urban Initiative's broad-based component, the department is funding pilot programs to determine what strategies for instruction, counseling and employment preparation work best with young dropouts. These pilot programs include:

- Adult Basic Skills Programs for Young Urban Dropouts: These projects extend seven existing experimental programs and will serve 800 additional dropouts ages 16 to 18 not currently enrolled in department programs. These young dropouts will receive instruction to prepare them for the General Equivalency Diploma Test (GED), as well as personal and career counseling and job-related services. The goal of this program is to help at least 30 percent of the participants earn their high school diplomas.

- Special Pilot Programs for Urban Dropouts with Severe Academic Deficiencies: These new projects, to be jointly sponsored by the departments of Education and Community Affairs, will target 700 urban dropouts ages 16 to 21 who are three to five years below grade level in basic skills and who probably would not pass the HSPT in a traditional high school setting. To strengthen their competencies and employability, the program will provide the participants with intensive instruction in basic skills and jobs arranged through a New Jersey Youth Corps project. The program's objective is to help 80 percent of the dropouts participating earn a diploma, secure full or part-time employment, or develop employment competencies according to New Jersey Department of Labor standards.

As with all pilot and demonstration projects, the education department will make information about successful programs available to educators throughout the state so that these programs can be duplicated or adapted by other educators.

The department will also be offering training sessions in conjunction with these pilot programs. Beginning in the fall of 1985, approximately 60 teachers, counselors and job developers involved in these projects will receive training to increase the employability of young school dropouts. During these intensive one- to two-week sessions, participants will focus on career counseling, job-related services and

gaining access to community job resources. The sessions will also use two department publications, Preparing for a Career: The Adult Student and Breakaway: A Career Decision-Making Course, to help target instruction for dropouts. In 1986, employability training will be extended to other adult educators and interested secondary school educators to help them add career counseling and job-related services to their basic skills and high school completion activities.

In addition, the department is working to maintain and upgrade the standards of the GED exam so that it continues to satisfy the state's high school graduation test requirement. To accomplish this, the skills tested by the GED in reading, writing and mathematics are being correlated with those of the MBS and the HSPT. In addition, a writing sample will become a voluntary part of the GED test this year and a mandatory part in 1988 to match the writing sample on the HSPT. This will ensure that the GED measures the same skills as the other high school graduation tests and demands the same level of excellence demanded by the new High School Proficiency Test.

Conclusion

The real test of an education lies outside the classroom. New Jersey's young people must be able to read, write, compute and reason at levels which will permit them to become independent and productive members of society. New Jersey's employers and institutions of higher learning -- and employers and institutions of higher learning nationwide -- must be assured that New Jersey's high school diploma guarantees that our graduates have the basic skills to participate actively in a complex and technological world.

New Jersey is planning for the future by raising educational standards today. Its new and more difficult graduation examination, the High School Proficiency Test (HSPT), plays a major part in this process.

Local school districts, teachers, parents and students will have to make a concentrated effort to get ready for the HSPT. And the New Jersey State Department of Education must help educators prepare their students for the new test. Only by working together can we assure that New Jersey's students will be prepared to face the other tests that lie beyond the schoolroom door.

RS/rs:5/1146I

Helping Educators Prepare
Their Students for the HSPT:

DEPARTMENT PUBLICATIONS

Title

(Date of Release)

READING, WRITING, MATHEMATICS, BASIC SKILLS AND BILINGUAL EDUCATION

Catalog of Basic Skills Program Descriptions (May 1985)

Improving Mathematical Problem-Solving in Middle Grades
(May 1985)

Writing in the Content Areas: A Guide for Instructional
Improvement (May 1985)

Basic Skills Resource Guide (June 1985)

Basic Skills Program Improvement Guide (July 1985)

Evaluating Growth and Change in Student Writing (September 1985)

HSPT Instructional Booklets (September 1985)

HSPT Review Manuals for Ninth Grade Students (September 1985)

HSPT Subject Booklets (September 1985)

Improving HSPT Mathematical Skills (September 1985)

Improving Students' Abilities to Read and Think (September 1985)

Understanding the Writing Process (September 1985)

Effective Secondary Level Compensatory Education Instructional
and Management Strategies (December 1985)

Handbook of Effective Bilingual Programs and Practices
(December 1985)

Primary and Intermediate Skills Booklets (September 1987)

STUDENT BEHAVIOR AND DISCIPLINE

Alternative Education Programs for Disruptive Youth (1984)

Improving Classroom Management (July 1985)

Model Codes of Conduct (September 1985)

Student Behavioral Expectations for Improving Student Learning
(October 1985)

Improving Academic Motivation (December 1985)

Improving the Home Academic Environment (December 1985)

STUDENTS AND JOBS

A Counselor's Guide to Apprenticeship Training (1983)

A Guide for Using the Student Profile for Placement in
Cooperative Vocational Education Programs (1983)

Analysis of Occupational Needs and Entry Level Skills (Annual)

STUDENT DROPOUTS

Preparing for a Career: The Adult Student (1984)

Breakaway: A Career Decision-Making Course (September 1985)

Pre-employment Ability Skills Curriculum Guide (September 1986)